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ABSTRACT

This publication contains a model which is a framework for evaluation of secondary vocational education effectiveness at the school, district, regional, and state level in Oregon. The model can also be used to obtain information on the characteristics of students enrolled in vocational education and of those who choose not to take vocational education. The document is organized in five sections, plus appendixes. Section 1, the introduction, contains a description of some major obstacles faced in evaluating vocational education; purposes for the model; discussion of the key concepts of vocational education, evaluation, and effectiveness; and assumptions underlying the model. Section 2 presents a conceptual framework for viewing vocational education evaluation, while section 3 discusses some of the key elements of evaluation already in place or available in some districts. Section 4 describes the evaluation instruments developed by this project; in Section 5, some ways that the model can be used are suggested. A brief description of the total project is found in appendix A, while the remainder of the appendixes consist of student survey instruments for vocational education evaluation. (KC)

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OREGON SECONDARY VOCATIONAL EDUCATION

EFFECTIVENESS MODEL

Prepared for the

Oregon Department of Education

Division of Vocational Education

U.S. DEPARTMENT OF EDUCATION
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- To identify, develop and adapt proven educational strategies to increase employability – particularly for persons faced with unusual transition and equity problems, such as disadvantaged youth, migrants, young women and mid-career adults
- To conduct research on the characteristics of successful experiential programs
- To provide training in (1) how to establish effective career education and school to work programs, using community resources and (2) how to improve collaboration among education agencies, CETA, business, labor and the community
- To develop user-oriented manuals and handbooks that are based on promising practices in the field
- To provide evaluation and technical assistance

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"Determining the effects of participation in vocational education is a complex and difficult task. Unlike medicine, in which true experiments with random assignment to treatment and control groups are possible, vocational education must rely on less rigorous methods in which cause and effect cannot be absolutely determined."

Robert E. Taylor, Executive Director
National Center for Research in Vocational Education

I. Introduction

The Challenge

The above testimony of Robert Taylor to a subcommittee of the House of Representatives Committee on Education and Labor in 1980 aptly states one of the major issues facing vocational education. The challenge to us is to improve the evaluation process given the constraints that exist. Robert Taylor goes on to identify five major problems faced by evaluators of vocational education.

- Vocational education programs are not uniform across states and localities. A wide range of programs are offered--often with different anticipated outcomes.
- Many students cannot be solely identified as vocational, general, or academic students; rather, many students take differing amounts of each of the three types of curricula and cannot be classified into a single category.
- There is literally no control group against which to compare vocational students. Because students self-select vocational education, there are widely divergent types of students with equally divergent purposes for enrolling in courses. Therefore, data must be collected from existing students as they are found in the various courses.
- The state-of-the-art in many measurement areas is insufficient to produce appropriate and reliable instruments and data collection techniques.

- There are many external program factors (e.g. family and economic conditions) that influence student success (placement) during and after program completion (Taylor, 1980, p. 257).

Contents of this Report

This paper contains five sections plus appendices. Section I, the introduction, contains a description of some major obstacles faced in evaluating vocational education; purposes for the model; discussion of the key concepts of vocational education, evaluation and effectiveness; and assumptions underlying the model. Section II presents a conceptual framework for viewing vocational education evaluation. Section III discusses some of the key elements of evaluation already in place or available in some districts. Section IV describes the evaluation instruments developed by this project, while Section V suggests ways that this model can be used. A brief description of the total project is found in Appendix A.

Purposes

The model is intended as a framework for evaluating secondary vocational education effectiveness at the school, district, regional and state level in Oregon. Although the framework is broad enough for evaluating the total system of secondary vocational education at the state level, it could be used with some modification by local vocational education staff in a single high school vocational program. It can also be used to obtain information on the characteristics of students enrolled in vocational education and of those who choose not to take vocational education.

Basic Concepts

Evaluation. In this model evaluation is viewed as the process of obtaining and using information for decision making. As with any evaluation, the information obtained has both a descriptive and judgmental aspect. The information obtained can be used in planning for, initiating, modifying or terminating a particular program. It can be used for communicating the needs and condition of vocational education and its outcomes to school boards, the general public and to state legislators. It can help document compliance of programs with federal, state and local vocational education quality assurances.

Vocational Education. Over the years there has been disagreement at the federal, state and local levels about what purposes vocational education should serve and how it should be defined. In Oregon, certified secondary vocational education programs are those offered at the eleventh and twelfth grade levels which purport to impact entry level job skills for a specific gainful occupation.

In an attempt to identify key components for successful vocational programs in Oregon, the Oregon Department of Education in March 1978 listed 15 criteria used to determine "good practice." Of these 15 criteria, the following five were considered required: 1) ten instructional hours per week or two credits, or equivalent; 2) facilities, equipment and supplies adequate to achieve the course goals established for the program; 3) a planned curriculum germane to the occupational area which leads to entry level employment and/or advanced vocational education training, and which includes industry standards as goals for student

performance achievement; 4) a vocational program in compliance with all applicable federal and state laws and rules and regulations, and 5) an active occupational advisory committee assisting and advising in the vocational program.

In Guidelines for Using Data in Vocational Program and Curriculum Planning at the State Agency Level (Career and Vocational Education Section, Oregon Department of Education, 1977), a systems approach is proposed for planning, organizing and evaluating vocational education. The overall assumption for the planning model is that "state support for instruction in occupational skills will be given only to those occupational program areas where jobs are available or needed for the maintenance or continued growth of the Oregon economy."

Effectiveness. The problem of defining the effectiveness of vocational education has been one of the biggest obstacles to conducting quality evaluation. Houston has defined impact or effectiveness as "the capacity of a program to cause changes in those who are exposed to it." Burnstein and Freeman present requirements for impact measurement:

(1) Document the extent to which the social action program has or has not achieved its stated goals.

(2) Attribute any effects or changes that are discovered to the implementation of the program.

(3) Delineate, if possible, the conditions or combination of conditions under which the program is most effective.

(4) Delineate, if possible, any unanticipated consequences or side effects of the program.

The Joint Dissemination Review Panel is a federal committee made up of members "chosen for their experience in education and their ability to analyze evaluative evidence on the effectiveness of educational products and practices" (Tallmadge, 1977, p. 1). This panel periodically reviews

evidence of effectiveness submitted for a wide variety of federally funded projects. To be considered effective by this panel, a program must have evidence that is "valid and reliable, the effect must be of sufficient magnitude to have educational importance and it should be possible to reproduce both the intervention and its effects at other sites" (Tallmadge, 1977, p.2). These three criteria might also be used in judging vocational education effectiveness.

In this project we have avoided an a priori definition of effectiveness. Instead, we reviewed much of the prior research on vocational education effectiveness and from that review extracted a list of outcomes and of quality program indicators. A project steering committee composed of vocational educators, administrators and employers reviewed the lists and provided us with a rating of importance for each outcome and quality program indicator. A similar process was used to obtain ratings from vocational education Research Coordinating Unit (RCU) directors in five other states, who are collaborating with Oregon on this project. The rank orderings of these two groups on the outcomes guided us in understanding vocational education effectiveness.

Assumptions

There are several important assumptions that underlie this model. They are listed below.

- There is no single instrument or data collection system that is best for determining the effectiveness of vocational education. Depending on the aspect of vocational education to be assessed and the level at which it is to be assessed (e.g. individual program, district, region, or statewide), different sources and data collection systems may be appropriate.

- A number of elements of vocational education evaluation already exist (e.g. the Oregon Vocational Education Secondary Program Evaluations that include self-assessments and site visitation teams, vocational completer follow-up studies, etc.) and should be incorporated into a comprehensive evaluation model.

- Because vocational education is decentralized in Oregon, it is important that local vocational education staff have an active role in evaluation at their school and district level. This involvement will also help to encourage active use of the evaluation findings for program planning and improvement.

- The effectiveness of vocational education needs to be viewed from multiple perspectives. It is important to obtain the perceptions of currently enrolled students, program completers, parents, vocational staff, employers and local advisory committees and councils. These same representatives plus state legislators, school board members and the community-at-large have need for information about vocational education effectiveness.

- An effective evaluation uses records such as the number of students served in each program area, perceptions of the students and staff involved, external perceptions by others such as employers, and objective student performance data.

- Data on vocational education effectiveness need to be planned and collected in as sound and objective a way as possible. Whenever possible, meaningful student comparison groups should be used.

II. Conceptual Framework

Chart 1 represents the five key features of this model for evaluating vocational education effectiveness: 1) student and societal needs, 2) program components, 3) outcomes, 4) multiple perspectives for judging effectiveness and 5) multiple contexts in which vocational education operates.*

One can begin a view of the model by describing the key needs that lead to vocational education: 1) an individual's need for skills necessary for obtaining an entry level job or postsecondary education in an occupational area, and 2) society's need for an available qualified work force to meet labor market demands. An analysis of these needs should lead to the design of appropriate vocational education programs.

The components of a program which we consider especially important to describe and assess include:

- the program's goals and objectives
- the curriculum
- instructor qualifications and inservice
- facilities and equipment
- student support services (such as guidance, cooperative work experience, placement and follow-up)
- funding
- safety
- vocationally-related youth organizations
- use of employer and community resources
- the role of advisory committees

Criteria for assessing these program elements are in the Oregon vocational program evaluation and planning system guide called Planning for Progress (Multnomah County Education Service District, 1981).

*The development of this model draws heavily upon Daniel Stufflebeam's CIPP (context, input, process and product) model (Stufflebeam, 1971), Robert Stake's transactional model (Stake, 1967) and a model of natural experiments in human ecology (Bronfenbrenner, 1979).

The outcomes of a vocational education program can be classified under four headings--occupational, educational, ancillary and societal. Examples of these outcomes are shown in Chart 2.

CHART 1
Model of Secondary Vocational Education Effectiveness

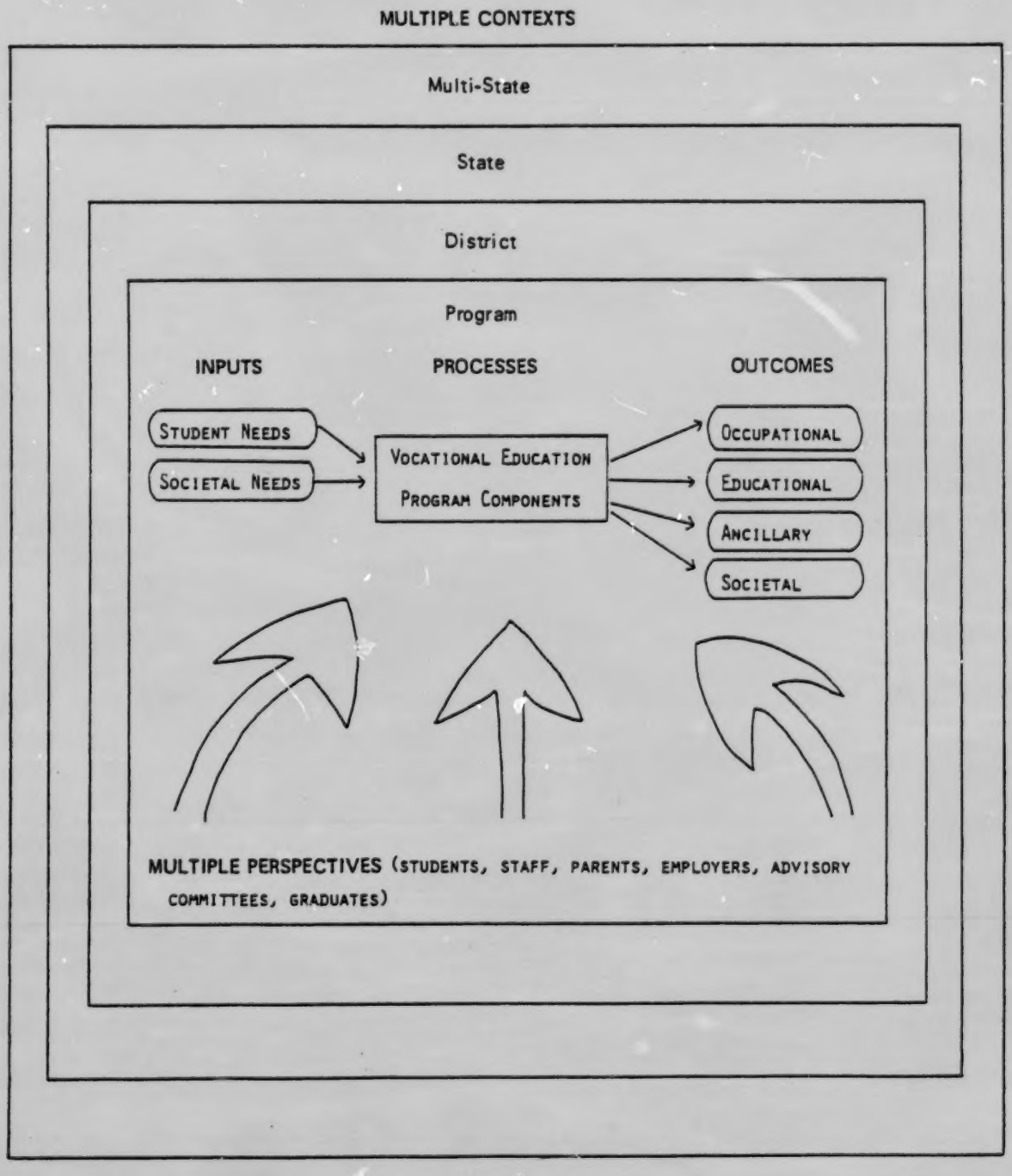

CHART 2

EXAMPLES OF VOCATIONAL EDUCATION OUTCOMES

Category	Illustration
Occupational	• Possession of occupational skills needed for job entry level
	• Possession of transferable occupational skills
Educational	• Adequate understanding of fundamental principles as a basis for advanced training
	• Articulation of high school and postsecondary training programs
Ancillary	• Possession of leadership skills
	• Ability to cope with changing technology
Societal	• Providing a supply of people trained in emerging occupational areas
	• Effective collaboration between the business community and the schools

This model uses multiple perspectives to describe and judge vocational education effectiveness. It is not enough to ask students how they like their programs. Other stakeholders whose perceptions are important to assess include program completers, staff, parents, employers and advisory committees. The need for assessing these multiple perspectives has led to development of the evaluation instruments described in Section IV of this report.

This model also recognizes the existence of multiple contexts for vocational education, ranging from an individual vocational education class to a multi-state vocational education effort. Acknowledging these distinct contexts helps us recognize that the evaluation questions raised at each level are often of only limited interest to higher or lower levels. It is usually not necessary to aggregate data from every single local school program to derive state or national information. When state or multi-state information is needed, selection of a sample of schools or districts is often adequate.

Recent developments in human ecology (Bronfenbrenner, 1979) suggest that it is essential to examine the interrelationships between a microsystem and the macrosystem. For example, in evaluating an individual vocational education program in a single high school it is useful to consider the expectations, support or constraints imposed on the program by the district, state or federal level. Such an analysis might reveal discrepancies in program purposes between local staff and those at the state or federal level.

III. Evaluation Systems

A tendency for researchers developing new models is to overlook existing evaluating systems that are already in place in at least some districts in the state. A review of existing documents in Oregon and discussion with state, regional and district vocational education staff have revealed various evaluation systems being used. Some of these systems are mandated by federal or state laws, such as Minimum Standards and Vocational Program Evaluations, which apply to all districts. Other evaluations are mandated but limited to special federally funded programs for economically disadvantaged and handicapped students. Chart 3 lays out nine existing evaluation systems for vocational education. They include Minimum Standards, Vocational Program Evaluations, career and vocational program assessments, student follow-up surveys, employer surveys, individual evaluation of special disadvantaged and handicapped programs, State Advisory Council on Vocational Education evaluations, a district program evaluation system and the State Accountability Report. Each of the systems in the chart is identified in terms of its purpose, description, persons conducting the evaluation and areas assessed in the evaluation.

Data derived from these systems may help local school staff or advisory committee members improve vocational education in their school or district.

CHART 3

EXISTING VOCATIONAL EDUCATION EVALUATION SYSTEMS IN OREGON

	Type	Purpose	Brief Description	Done By	Areas Assessed
1.	Minimum Standards	To determine if schools are in compliance with Oregon Administrative Rules governing public school systems	All programs in all schools evaluated once every five years Evaluation team members interview teachers, students, counselors, administrators, validate observations made during the self-evaluation and inspect classrooms, laboratories, equipment and general facilities	Oregon Department of Education (ODE) vocational program specialists and regional coordinators	Program goals and objectives, operational components, facilities and equipment, student leadership organizations, placement and follow-up services, guidance, safety, curriculum, advisory committees, instructor qualifications, evaluation, student enrollment policy
2.	Vocational Program Evaluation	To determine compliance of voc ed programs with requirements of the federal Vocational Education Act of 1976	Same as for minimum standards	Optional self-evaluation by school staff ODE vocational program specialists, regional career and vocational education coordinators, district vocational education staff	Instructor qualifications, facilities and equipment, counseling, youth organizations, advisory committees, student projects, articulation, community resources, co-ops, goals, and objectives, student follow-up, instructor inservice, safety

EXISTING VOCATIONAL EDUCATION EVALUATION SYSTEMS IN OREGON
(Continued)

	Type	Purpose	Brief Description	Done By	Areas Assessed
3.	Career and vocational program assessments	To assist local districts with career and vocational education program planning and improvement of programs	These assessments are requested by the district and are not required	ODE vocational program specialists and regional coordinators	Administrative structure and process, planning, finance, facilities and equipment, evaluation, personnel qualifications, professional development, advisory committees, community resources, communications, career guidance, curriculum design and process
4.	Student follow-up surveys	To gather data about activities and perceptions of vocational graduates and early leavers	Student follow-ups are conducted annually one year after leaving high school. Three year follow-ups are conducted periodically with volunteer districts	ODE with assistance from local school districts	Number of former students employed and/or enrolled in education programs related to their high school vocational training, job income, ratings of satisfaction with vocational preparation, current educational and employment status, area of residence, rating of current job satisfaction

EXISTING VOCATIONAL EDUCATION EVALUATION SYSTEMS IN OREGON
(Continued)

Type	Purpose	Brief Description	Done By	Areas Assessed
5. Employer surveys	To assess employer ratings of ability and performance of vocational education completers	Employer follow-up surveys are not currently conducted statewide but only on a sample basis	ODE	VEDS form required employer's rating of former students' technical knowledge, work attitude, work quality, overall comparative rating with other employees
6. Evaluation of special disadvantaged and handicapped programs	To monitor program compliance with rules and regulations	Districts with federal disadvantaged and/or handicapped grants are required to complete a final report that includes an evaluation checklist. A random 20 percent sample of projects are validated by a third party funded by the ODE.	School district project directors Third party observers for 20 percent of projects	Verification of enrollment of needy handicapped/disadvantaged in state-approved vocational programs, monitoring of funds, self-assessment of program at mid-year and end-of-year, evidence of use of Individual Education Plans for each student

EXISTING VOCATIONAL EDUCATION EVALUATION SYSTEMS IN OREGON
(Continued)

	Type	Purpose	Brief Description	Done By	Areas Assessed
7.	State Advisory Council on Vocational Education (SACVE) evaluation	To conduct an annual evaluation of a state's vocational education plan and activities and review its annual accountability report	The 1980 SACVE study identified evaluation criteria and framework for evaluating vocational education. It conducted a survey of vocational instructors, administrators, counselors, advisory committee members, and SDE staff to assess 28 areas of vocational education	SACVE consultant	The 28 areas cover those listed under vocational program evaluation
8.	District Program Planning and Evaluation System	To provide information for local program planning	This system, developed by the Multnomah County Education Service District, is designed to collect information useful for reviewing an existing program, deciding on a new or alternative program and for synthesizing plans for individual programs within schools	Local school and district staff	Instructor qualifications, employment trends, enrollment trends, student achievement data, curriculum, fiscal records, employer ratings, student evaluations, and student organizations
9.	State Accountability Report, Section 5 -- Vocational Education Evaluation Summary	To summarize findings from other vocational education evaluation activities	Chapter 5 contains a summary of vocational program and service evaluations and recommendations based on these evaluations	ODE	A summary of six varieties of vocational education evaluations: Minimum Standards Evaluations, Vocational Program Evaluations, Vocational Program Assessments, Evaluative Criteria Evaluations, Good Practice Program Evaluations and Reviews for Sex Equity

IV. New Instruments

Under this contract, evaluation instruments were developed and pilot tested for use with the following groups: high school students in the sophomore and senior year, parents of high school vocational education seniors, employers, vocational education instructors, vocational coordinators/administrators, and vocational education advisory committee members. Each instrument assesses both vocational education program components as well as outcomes of vocational education. An annual follow-up instrument for assessing vocational education completers already exists and is being used by the Oregon Department of Education.

Each of the NWREL-developed instruments was designed to assess the vocational education outcomes rated as most important by the project steering committee and by Research Coordinating Unit Directors from five other states who are collaborating with this project.

At the student level, four instruments have been designed to assess vocational and nonvocational education students at both the tenth and twelfth grade level. The design is planned to determine the effects of two years of participation in vocational education in comparison to students not electing to take vocational education and in comparison to those who have enrolled but have not participated (tenth grade vocational enrollees). In addition, by making comparisons between tenth grade vocational enrollees and those who are not, the design allows us to account for initial differences in the groups.

The four student instruments contain some items adopted from instruments in other states and some items taken directly from the new

national longitudinal study "High School and Beyond" sponsored by the National Center for Educational Statistics (Epstein, 1980). Use of some relevant questionnaire items and the senior high reading and math tests from this study (which were developed by Educational Testing Service) will enable some excellent comparisons to be made.

A description of the purpose, key questions to be answered and design for administration of each of these NWREL instruments appears in the final report for this project.

V. Using This Model

Within the past 10 years there have been many books and articles dealing with the issue of using evaluation findings. This section of the report is not an attempt to duplicate or summarize that extensive literature; it is intended merely to suggest some specific ways that vocational educators, advisory committee members or program evaluators might use the model:

- A reading of Section II, the conceptual framework, may be useful to evaluators and vocational educators in planning and designing local evaluations of vocational education. For example, this framework might help them be conscious of the extent to which vocational education programs address student and societal needs identified in the local community.

- A review of elements of vocational education evaluation that are already in place in Oregon would be useful in identifying available data regarding the effectiveness of vocational education programs.

- The availability of nine new evaluation instruments for assessing vocational education effectiveness can be of great use to districts desiring to evaluate a vocational education program. These instruments can be adapted, if necessary, to fit the needs of a particular school, district or region. Sections of the instruments might be used if one wanted to assess only selected components of a vocational education program.

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Northwest Regional Educational Laboratory

Assessing Secondary Vocational Education Effectiveness

This Education and Work project is developing criteria, an operational framework and evaluation instruments for measuring the effectiveness of secondary level vocational education programs in Oregon.

The project is funded by the Career and Vocational Education Section of the Oregon Department of Education. Criteria for judging program effectiveness are being established in cooperation with vocational educators in Oregon, the National Center for Research in Vocational Education and the Research Coordinating Unit Directors in five other states (Arizona, Florida, Illinois, Ohio and South Carolina).

A model is being constructed that identifies short- and long-term outcomes of vocational education. The outcomes are categorized under employment, education and training, ancillary effects on youth, and community/societal effects. Based on this model and a review of existing instruments, prototype instruments are being developed and pilot-tested in Oregon for use with:

- Currently enrolled high school vocational education students
- Parents of vocational education students
- Employers
- Vocational education staff
- Advisory council members

The revised instruments will be available for use in other states.

A nine-person steering committee is guiding the work of this project in Oregon. The committee is comprised of vocational education staff, regional coordinators, private employers, and representatives of private vocational training, the state advisory council for vocational education, a private industry council and the Greater Portland Work-Education Council.

Frequent contact and input from the research coordinating unit directors in the five cooperating states will help to ensure that the evaluation instruments have applicability in their states.

For more information, contact Larry McClure, Director of the Education and Work Program, or Tom Owens, chief investigator on the project, at the Northwest Regional Educational Laboratory, 300 Southwest Sixth Avenue, Portland, Oregon 97204; Telephone (503) 248-6800 or (toll free) 1-800-547-6339 outside of Oregon.

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Education & WORK

A Program of the Northwest Regional Educational Laboratory

VOCATIONAL EDUCATION STUDENT SURVEY

TWELFTH GRADE LEVEL

School_____ (1-5)*

This survey will be used to help us learn about the vocational education program in your school. Your answers will be combined with those of other students and never identified with you. Please answer each item as well as you can. However, if there is anything you do not wish to answer, feel free to omit that item. Thank you for your help!

1. In which of the following vocational education program areas are you enrolled? (CIRCLE ONE NUMBER) (6)

   Agriculture (Forest Products) 1

   Business and Office (Accounting, Clerical, Secretarial) 2

   Distributive Education (Food Service, Marketing) 3

   Health Occupations. 4

   Home Economics Occupations (Child Care, Clothing, Institutional and Home Management Service) 5

   Technical (Electronics, Mechanical) 6

   Trade and Industry (Construction, Drafting, Forest Products, Graphics, Metals, Service). 7

2. How long have you been taking vocational education courses in the area you are now enrolled in? (7)

   Less than one month 1

   Year One { 1 - 4 months 2
   { 5 - 9 months 3

   Year Two { 10 - 13 months 4
   { 14 - 18 months 5

   Year Three { 19 - 22 months 6
   { 23 - 27 months 7

   More than three years 8

*Please ignore the numbers in parentheses; they are for keypunching purposes only.

3. What is the main reason you decided to enter a vocational educational program? (CIRCLE ONLY ONE NUMBER) (9)

My friends were in the program 1
I wanted to learn specific job skills 2
I didn't like the general school courses 3
My parents or relatives advised me to enroll 4
I have an interest in the area 5
My counselor or teachers advised me to enroll 6
Other reason (Please state) 7

_____

4. How satisfied are you with the following aspects of your current high school vocational education program? (CIRCLE ONE NUMBER rating for each aspect. For example, if you are satisfied with the quality of instruction, circle 2. If you are very dissatisfied, circle 4. If you have not had experience with some aspect(s), circle DK, "Don't Know".)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	
Quality of the instruction	1	2	3	4	DK	(10)
Occupational information available . .	1	2	3	4	DK	(11)
Help in finding a job after program completion	1	2	3	4	DK	(12)
Counseling about careers	1	2	3	4	DK	(13)
The instructional materials are up-to-date	1	2	3	4	DK	(14)
Paid work experience which is part of your vocational program	1	2	3	4	DK	(15)
Overall, how satisfied are you with the <u>vocational</u> education you have received in high school?	1	2	3	4		(16)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	
Overall, how satisfied are you with the general nonvocational education you have received in high school?	1	2	3	4		(17)

5. If you did not have the chance to take the vocational education courses you selected the past two years in school, to what extent would you consider dropping out of school? (CIRCLE ONE) (18)

I definitely would not drop out 1

I probably would not drop out 2

I probably would drop out 3

I definitely would drop out 4

6. As a result of your vocational education program, how well prepared do you feel in each of the areas listed below? (CIRCLE ONE NUMBER for each area.)

	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	
Vocational or technical skills you need to get an entry-level job	1	2	3	4	(19)
Knowing how to look for and obtain a job	1	2	3	4	(20)
Being able to follow directions	1	2	3	4	(21)
Willing to learn new things	1	2	3	4	(22)
Being on time for work or in completing tasks	1	2	3	4	(23)
Getting along with others	1	2	3	4	(24)
Preparing a job resume	1	2	3	4	(25)
Interviewing for a job	1	2	3	4	(26)

	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	
Using reading skills to do job tasks	1	2	3	4	(27)
Using math skills to do job tasks	1	2	3	4	(28)
Being aware of both the positive as well as the negative aspects of jobs	1	2	3	4	(29)
Understanding the importance of being productive on the job	1	2	3	4	(30)
Being able to use speaking and listening skills in work situations	1	2	3	4	(31)
Doing work that meets acceptable standards	1	2	3	4	(32)

7. How well do you feel your high school education will help you or prepare you for the first full-time year-around-type job you take after leaving high school? (CIRCLE ONE NUMBER) (33)

   Will help me very much 1

   Will help me a little 2

   Will not help me at all 3

8. Are there programs available in community colleges, business schools, etc., that would provide more advanced training in the vocational area you are studying in high school? (CIRCLE ONE NUMBER) (34)

   Yes 1

   No 2

   Don't Know 3

   If Yes, do you know about the courses or general content available in the program(s)? (CIRCLE ONE NUMBER) (35)

   Yes 1

   No 2

9. After graduation do you plan to take further training related to your high school vocational education program? (CIRCLE ONE NUMBER) (36)

Yes 1

No 2

Don't Know 3

10. Within the next year, do you plan to get a job that is (CIRCLE ONE NUMBER) (37)

Directly related to your vocational education program? . . 1

Closely related to your vocational education program? . . 2

Not related to your vocational education program? 3

Don't know 4

11. Three years from now do you plan to be in a job that is (CIRCLE ONE NUMBER) (38)

Directly related to your vocational education program? . . 1

Closely related to your vocational education program? . . 2

Not related to your vocational education program? 3

Don't know 4

12. How do you feel about each of the following statements? (CIRCLE ONE NUMBER for each rating

	Strongly Agree	Agree	Disagree	Strongly Disagree	
I take a positive attitude toward myself	1	2	3	4	(39)
Good luck is more important than hard work for success	1	2	3	4	(40)
I am able to do things as well as most other people	1	2	3	4	(41)

	Strongly Agree	Agree	Disagree	Strongly Disagree	
Every time I try to get ahead, something or somebody stops me	1	2	3	4	(42)
When I make plans, I am almost certain I can make them work	1	2	3	4	(43)

13. What is the <u>one</u> thing that most likely will take the largest share of your time in the year after you leave high school? (CIRCLE ONE NUMBER) (44-45)

Working full-time 1

Entering an apprenticeship or on-the-job training program . . 2

Going into regular military service (or service academy) . . 3

Being a full-time homemaker 4

Taking <u>vocational or technical</u> courses at a trade or business school full-time or part-time 5

Taking <u>academic courses</u> at a junior or community college full-time or part-time 6

Taking <u>technical or vocational</u> subjects at a junior or community college full-time or part-time 7

Attending a four-year college or university full-time or part-time 8

Working part-time, but not attending school or college . . . 9

Other (travel, take a break,) 10

No plans 11

14. As things stand now, how far in school do you think you will get? (CIRCLE ONE NUMBER) (46)

Less than high school graduation 1

High school graduation only 2

Vocational, trade, or business school after high school:	Less than two years 3
	Two years or more 4
	Less than two years of college 5
	Two or more years of college (including two-year degree) 6
College Program	Finish college (four- or five-year degree) 7
	Master's degree or equivalent 8
	Ph.D., M.D., or other advanced professional degree 9

15. Which of the job categories below comes closest to the kind of work you do/did for pay on your current or most recent job? (If more than one kind of work, choose the one which paid you the most per week.) (CIRCLE ONE NUMBER) (47-48)

Have not worked for pay 1

Lawn work or odd jobs 2

Waiter or waitress in a restaurant or drive-in . . . 3

Babysitting or child care 4

Farm or agricultural work 5

Factory work, unskilled or semi-skilled 6

Skilled trade 7

Other manual labor 8

Store clerk or salesperson 9

Office or clerical 10

Hospital or health 11

Other (Please state) 12

_____

16. In describing your present or most recent job, would you say it (CIRCLE THE NUMBER FOR EACH LINE)

	Yes	No	
Is a place where people goof off?	1	2	(49)
Is something you do just for the money?	1	2	(50)
Is more enjoyable than school?	1	2	(51)
Encourages good work habits?	1	2	(52)
Is more important for you than school?	1	2	(53)
Is directly or closely related to your high school training	1	2	(54)

17. The job described above is (CIRCLE ONE NUMBER) (55)

A cooperative work experience job 1

Another school-related job 2

A CETA sponsored job 3

Another type of job 4

19. How many hours do you normally work at a paid job or in a family business during the school year? (CIRCLE ONE NUMBER) (56)

None, do not work for pay 1

1 to 4 hours per week 2

5 to 14 hours per week 3

15 to 21 hours per week 4

22 to 29 hours per week 5

30 to 34 hours per week 6

35 hours or more per week 7

19. Did you do any work for pay last week, not counting work around the house? (CIRCLE ONE NUMBER) (57)

Yes 1

No 2

20. Which of the following activities have you participated in during this school year (not just in summer)? (CIRCLE ALL THAT APPLY)

Cooperative Work Experience (paid or unpaid) 1 (58)

CETA work programs (e.g., youth employment and training programs) 2 (59)

DECA 3 (60)

FBLA 4 (61)

FFA 5 (62)

FHA 6 (63)

FTA 7 (64)

VICA 8 (65)

HERO 9 (66)

OEA 10 (67)

Junior Achievement 11 (68)

Explorer Scouts which have a career focus 12 (69)

Background Information

We would like to know some information about you. This information will allow us to group the data in different ways for analysis.

21. Sex: (CIRCLE ONE NUMBER) (70)

Male 1

Female 2

22. Ethnic Background (CIRCLE ONE NUMBER) (71)

Asian or Pacific Islander 1

Black 2

White 3

Hispanic 4

American Indian/Native American 5

Other (Please specify)_____ 6

23. What have your grades been like so far in high school? (CIRCLE ONE NUMBER) (72)

Mostly A's (a numerical average of 90-100) . . . 1

About half A and half B (85-89) 2

Mostly B's (80-84) 3

About half B and half C (75-79) 4

Mostly C's (70-74) 5

About half C and half D (65-69) 6

Mostly D's (60-64) 7

Mostly below D (below 60) 8

24. What was the highest level of education your father (or male guardian) completed? (CIRCLE ONE NUMBER) (73)

Less than high school graduation 1

High school graduation only 2

Vocational, trade, or business school after high school

- Less than two years . . 3
- Two years or more . . . 4

College program

- Less than two years of college 5
- Two or more years of college (including two-year degree) . . . 6
- Finish college (four- or five-year degree) . 7
- Master's degree or equivalent 8
- Ph.D., M.D., or other advanced professional degree 9

25. What is your father's (or male guardian's) (74-75)

Job title? _____

Job duties? (Give a brief description)_____

_____

_____

26. What was the highest level of education your mother (or female guardian) completed? (CIRCLE ONE NUMBER) (76)

Less than high school graduation 1

High school graduation only 2

Vocational, trade, or business school after high school
- Less than two years . . 3
- Two years or more . . . 4
- Less than two years of college 5
- Two or more years of college (including two-year degree) . . . 6

College program
- Finish college (four- or five-year degree) . 7
- Master's degree or equivalent 8
- Ph.D., M.D., or other advanced professional degree 9

27. What is your mother's (or female guardian's) (77-78)

Job title? _____

Job duties? (Give a brief description)_____

_____

_____

Thank you very much for your help!

(80) = "1"

STUDENT SURVEY

TWELFTH GRADE LEVEL

(1-5)*

School_____

This survey will be used to help us learn about the educational program in your school. Your answers will be combined with those of other students and never identified with you. Please answer each item as well as you can. However, if there is anything you do not wish to answer, feel free to omit that item. Thank you for your help!

1. What was the main reason you did not decide to enter a vocational educational program? (CIRCLE ONLY ONE NUMBER) (8)

   My friends were in other courses 1
   I preferred other courses 2
   Being in academic courses has more status 3
   My parents or relatives advised me not to enroll 4
   My counselor or teachers advised me not to enroll 5
   It was necessary for me to take other courses in order to reach my goals 6
   I plan to delay my training in a vocational education area until after I finish high school 7
   Other reason (Please state) 8

   _____

2. How satisfied are you with the following aspects of your high school educational program? (Circle one number rating for each aspect. For example, if you are satisfied with the quality of instruction, circle 2. If you are very dissatisfied, circle 4. If you have not had experience with some aspect(s), circle DK, "Don't Know".)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	
Quality of the instruction	1	2	3	4	DK	(10)
Occupational information available	1	2	3	4	DK	(11)
Help in finding a job after graduation	1	2	3	4	DK	(12)

* Please ignore the numbers in parentheses; they are for keypunching purposes only.

	Very Satis-fied	Satis-fied	Dissat-isfied	Very Dissat-isfied	Don't Know	
Counseling about careers	1	2	3	4	DK	(13)
The instructional materials are up-to-date	1	2	3	4	DK	(14)
Overall, how satisfied are you with the high school education you have received?	1	2	3	4	DK	(17)

3. If you did not have the chance to take the courses you selected in the past two years in school, to what extent would you consider dropping out of school? (CIRCLE ONE NUMBER) (12)

I definitely would <u>not</u> drop out 1

I probably would <u>not</u> drop out 2

I probably <u>would</u> drop out 3

I definitely <u>would</u> drop out 4

4. <u>As a result of your educational program</u>, how well prepared do you feel in each of the areas listed below? (CIRCLE ONE NUMBER for each area.)

	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	
Knowing how to look for and obtain a job	1	2	3	4	(20)
Being able to follow directions	1	2	3	4	(21)
Willing to learn new things	1	2	3	4	(22)
Being on time for work or in completing tasks	1	2	3	4	(23)
Getting along with others	1	2	3	4	(24)
Preparing a job resume	1	2	3	4	(25)
Interviewing for a job	1	2	3	4	(26)

	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	
Using reading skills to do job tasks	1	2	3	4	(27)
Using math skills to do job tasks	1	2	3	4	(28)
Being aware of both the positive as well as the negative aspects of jobs	1	2	3	4	(29)
Understanding the importance of being productive on the job	1	2	3	4	(30)
Being able to use speaking and listening skills in work situations	1	2	3	4	(31)

5. How well do you feel your <u>high school education</u> will help you or prepare you for the first full-time year-around-type job you take after leaving high school? (CIRCLE ONE) (33)

Will help me very much 1

Will help me a little 2

Will not help me at all 3

6. How do you feel about each of the following statements? (CIRCLE ONE NUMBER for each rating)

	Strongly Agree	Agree	Disagree	Strongly Disagree	
I take a positive attitude toward myself	1	2	3	4	(39)
Good luck is more important than hard work for success	1	2	3	4	(40)
I am able to do things as well as most other people	1	2	3	4	(41)

	Strongly Agree	Agree	Disagree	Strongly Disagree	
Every time I try to get ahead, something or somebody stops me	1	2	3	4	(42)
When I make plans, I am almost certain I can make them work	1	2	3	4	(43)

7. What is the <u>one</u> thing that most likely will take the largest share of your time in the year after you leave high school? (CIRCLE ONE NUMBER) (44-45)

Working full-time 1

Entering an apprenticeship or on-the-job training program . . 2

Going into regular military service (or service academy). . . 3

Being a full-time homemaker 4

Taking <u>vocational or technical</u> courses at a trade or business school full-time or part-time 5

Taking <u>academic courses</u> at a junior or community college full-time or part-time 6

Taking <u>technical or vocational</u> subjects at a junior or community college full-time or part-time 7

Attending a four-year college or university full-time or part-time 8

Working part-time, but not attending school or college . . . 9

Other (travel, take a break) 10

No plans 11

8. As things stand now, how far in school do you think you will get? (CIRCLE ONE NUMBER) (46)

- Less than high school graduation 1
- High school graduation only 2
- Vocational, trade, or business school after high school:
  - Less than two years 3
  - Two years or more 4
- College Program
  - Less than two years of college 5
  - Two or more years of college (including two-year degree) 6
  - Finish college (four-or five-year degree) . . . 7
  - Master's degree or equivalent 8
  - Ph.D., M.D., or other advanced professional degree 9

9. Which of the job categories below comes closest to the kind of work you do/did for pay on your current or most recent job? (If more than one kind of work, choose the one which paid you the most per week.) (CIRCLE ONE) (47-48)

- Have not worked for pay 1
- Lawn work or odd jobs 2
- Waiter or waitress in a restaurant or drive-in . . . 3
- Babysitting or child care 4
- Farm or agricultural work 5
- Factory work, unskilled or semi-skilled 6
- Skilled trade 7
- Other manual labor 8
- Store clerk or salesperson 9
- Office or clerical 10
- Hospital or health 11
- Other (Please state) _____ 12

10. In describing your present or most recent job, would you say it (CIRCLE THE NUMBER FOR EACH LINE)

		Yes	No	
a.	Is a place where people goof off?	1	2	(49)
b.	Is something you do just for the money?	1	2	(50)
c.	Is more enjoyable than school?	1	2	(51)
d.	Encourages good work habits?	1	2	(52)
e.	Is more important for you than school?	1	2	(53)
f.	Is directly related to your high school training?	1	2	(54)

11. The job described above is (CIRCLE ONE NUMBER) (55)

A cooperative work experience job 1

Another school-related job 2

A CETA sponsored job 3

Another type of job 4

12. How many hours do you normally work at a paid job or in a family business during the school year? (CIRCLE ONE NUMBER) (56)

None, do not work for pay 1

1 to 4 hours per week 2

5 to 14 hours per week 3

15 to 21 hours per week 4

22 to 29 hours per week 5

30 to 34 hours per week 6

35 hours or more per week 7

13. Did you do any work for pay last week, not counting work around the house? (CIRCLE ONE NUMBER) (57)

Yes 1

No 2

14. Which of the following activities have you participated in during this school year (not just in summer)? (CIRCLE ALL THAT APPLY)

Cooperative Work Experience (paid or unpaid)	1	(58)
CETA work programs (e.g., youth employment and training programs)	2	(59)
DECA	3	(60)
FBLA	4	(61)
FFA	5	(62)
FHA	6	(63)
FTA	7	(64)
VICA	8	(65)
HERO	9	(66)
OEA	10	(67)
Junior Achievement	11	(68)
Explorer Scouts which have a career focus	12	(69)

Background Information

We would like to know some information about you. This information will allow us to group the data in different ways for analysis.

15. Sex: (CIRCLE ONE NUMBER) (70)

Male 1

Female 2

16. Ethnic Background (CIRCLE ONE NUMBER) (71)

Asian or Pacific Islander 1

Black 2

White 3

Hispanic 4

American Indian/Native American 5

Other (Please specify)_____ 6

17. What have your grades been like so far in high school? (CIRCLE ONE NUMBER) (72)

- Mostly A's (a numerical average of 90-100) 1
- About half A and half B (85-89) 2
- Mostly B's (80-84) 3
- About half B and half C (75-79) 4
- Mostly C's (70-74) 5
- About half C and half D (65-69) 6
- Mostly D's (60-64) 7
- Mostly below D (below 60) 8

18. What was the highest level of education your father (or male guardian) completed? (CIRCLE ONE NUMBER) (73)

- Less than high school graduation 1
- High school graduation only 2
- Vocational, trade, or business school after high school
  - Less than two years . . 3
  - Two years or more . . . 4
- College program
  - Less than two years of college 5
  - Two or more years of college (including two-year degree) . . . 6
  - Finish college (four- or five-year degree) . 7
  - Master's degree or equivalent 8
  - Ph.D., M.D., or other advanced professional degree 9

19. What is your father's (or male guardian's) (74-75)

Job title? _____

Job duties? (Give a brief description)_____

_____

_____

20. What was the highest level of education your mother (or female guardian) completed? (CIRCLE ONE NUMBER) (76)

Less than high school graduation 1

High school graduation only 2

Vocational, trade, or business school after high school:

- Less than two years . . 3
- Two years or more . . . 4
- Less than two years of college 5
- Two or more years of college (including two-year degree) . . . 6

College program:

- Finish college (four- or five-year degree) . 7
- Master's degree or equivalent 8
- Ph.D., M.D., or other advanced professional degree 9

21. What is your mother's (or female guardian's) (77-78)

Job title? _____

Job duties? (Give a brief description)_____

_____

_____

Thank you very much for your help!

(80) = "1"

VOCATIONAL EDUCATION STUDENT SURVEY

TENTH GRADE LEVEL

School _____ (1-5)*

This survey will be used to help us learn about the vocational education program in your scool. Your answers will be combined with those of other students and never identified with you. Please answer each item as well as you can. However, if there is anything you do not wish to answer, feel free to omit that item. Thank you for your help!

1. In which of the following vocational education program areas are you enrolled? (CIRCLE ONE NUMBER) (6)

   Agriculture (Forest Products) 1

   Business and Office (Accounting, Clerical Secretarial) 2

   Distributive Education (Food Service, Marketing) 3

   Health Occupations 4

   Home Economics Occupations (child care, Clothing, Institutional and Home Management Service) 5

   Technical (Electronics, Mechanical) 6

   Trade and Industry (Construction, Drafting, Forest Products, Graphics, Metals, Service) 7

*Please ignore the numbers in prentheses; they are for keypunching purposes only.

2. How long have you been taking courses in the vocational education area you will be enrolled in next year? (7)

I haven't taken any courses 1

Year One
- 1 - 4 months 2
- 5 - 9 months 3

Year Two
- 10 - 13 months 4
- 14 - 18 months 5

Year Three
- 19 - 22 months 6
- 23 - 27 months 7

More than three years 8

3. What is the main reason you decided to enter a vocational program? (CIRCLE ONLY ONE NUMBER) (9)

My friends were in the program 1
I wanted to learn specific job skills 2
I didn't like the general school courses 3
My parents or relatives advised me to enroll 4
I have an interest in the area 5
My counselor or teachers advised me to enroll 6
Other reason (Please State) 7

---

4. ANSWER THIS QUESTION ONLY IF YOU HAVE ALREADY TAKEN VOCATIONAL EDUCATION CLASSES.

How satisfied are you with the following aspects of your high school vocational education program? (CIRCLE ONE NUMBER rating for each aspect. For example, if you are satisfied with the quality of instruction, circle 2. If you are very dissatisfied, circle 4. If you have not had experience with some aspect(s), circle DK, "Don't Know".)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	
Quality of the instruction	1	2	3	4	DK	(10)
Occupational information available	1	2	3	4	DK	(11)
Help in finding a job after graduation	1	2	3	4	DK	(12)

	Very Satis-fied	Satis-fied	Dissat-isfied	Very Dissat-isfied	Don't Know	
Counseling about careers	1	2	3	4	DK	(13)
The instructional materials are up-to-date	1	2	3	4	DK	(14)
Paid work experience which is part of your vocational program	1	2	3	4	DK	(15)
Overall, how satisfied are you with the vocational education you have received in high school?	1	2	3	4	DK	(16)
The general nonvocational education you have received in high school?	1	2	3	4		(17)

5. After graduation do you plan to take further training related to your high school vocational education program? (CIRCLE ONE NUMBER) (36)

   Yes 1

   No 2

   Don't Know 3

6. Five years from now do you think you will be in a job that is (CIRCLE ONE NUMBER) (38)

   Directly related to your vocational education program? . . 1

   Closely related to your vocational education program? . . . 2

   Not related to your vocational education program? 3

   Don't know 4

7. What is the one thing that most likely will take the largest share of your time in the year after you leave high school? (CIRCLE ONE NUMBER) (44-45)

Working full-time 1

Entering an apprenticeship or on-the-job training program . . 2

Going into regular military service (or service academy). . . 3

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Taking academic courses at a junior or community college full-time or part-time 6

Taking technical or vocational subjects at a junior or community college full-time or part-time 7

Attending a four-year college or university full-time or part-time 8

Working part-time, but not attending school or college . . . 9

Other (travel, take a break) 10

No plans 11

8. As things stand now, how far in school do you think you will get? (CIRCLE ONE NUMBER) (46)

Less than high school graduation 1

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Vocational, trade, or business school after high school:
- Less than two years 3
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College Program
- Finish college (four-or five-year degree) . . . 7
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9. Which of the job categories below comes closest to the kind of work you do/did for pay on your current or most recent job? (If more than one kind of work, choose the one which paid you the most per week.) (CIRCLE ONE) (47-48)

Have not worked for pay	1
Lawn work or odd jobs	2
Waiter or waitress in a restaurant or drive-in	3
Babysitting or child care	4
Farm or agricultural work	5
Factory work, unskilled or semi-skilled	6
Skilled trade	7
Other manual labor	8
Store clerk or salesperson	9
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10. In describing your present or most recent job, would you say it (CIRCLE THE NUMBER FOR EACH LINE)

		Yes	No	
a.	Is a place where people goof off?	1	2	(49)
b.	Is something you do just for the money?	1	2	(50)
c.	Is more enjoyable than school?	1	2	(51)
d.	Encourages good work habits?	1	2	(52)
e.	Is more important for you than school?	1	2	(53)
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5 to 14 hours per week 3

15 to 21 hours per week 4

22 to 29 hours per week 5

30 to 34 hours per week 6

35 hours or more per week 7

13. Did you do any work for pay last week, not counting work around the house? (CIRCLE ONE NUMBER) (57)

Yes 1

No 2

14. Which of the following activities have you participated in during this school year (not just in summer)? (CIRCLE ALL THAT APPLY)

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CETA work programs (e.g., youth employment and training programs)	2	(59)
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- Mostly A's (a numerical average of 90-100) 1
- About half A and half B (85-89) 2
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18. What was the highest level of education your father (or male guardian) completed? (CIRCLE ONE NUMBER) (73)

- Less than high school graduation 1
- High school graduation only 2
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- College program
  - Finish college (four- or five-year degree) . 7
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  - Ph.D., M.D., or other advanced professional degree 9

19. What is your father's (or male guardian's) (74-75)

Job title? _____

Job duties? (Give a brief description)_____

_____

_____

20. What was the highest level of education your mother (or female guardian) completed? (CIRCLE ONE NUMBER) (76)

Less than high school graduation 1

High school graduation only 2

Vocational, trade, or business school after high school

- Less than two years . . 3
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- Two or more years of college (including two-year degree) . . . 6

College program

- Finish college (four- or five-year degree) . 7
- Master's degree or equivalent 8
- Ph.D., M.D., or other advanced professional degree 9

21. What is your mother's (or female guardian's) (77-78)

Job title? _____

Job duties? (Give a brief description)_____

_____

_____

Thank you very much for your help!

(80)= "1"

STUDENT SURVEY

TENTH GRADE LEVEL

(1-5)*

School_____

This survey will be used to help us learn about the educational program in your school. Your answers will be combined with those of other students and never identified with you. Please answer each item as well as you can. However, if there is anything you do not wish to answer, feel free to omit that item. Thank you for your help!

1. What was the main reason you did not decide to enter a vocational educational program? (CIRCLE ONLY ONE NUMBER) (8)

   My friends were in other courses 1
   I preferred other courses 2
   Being in academic courses has more status 3
   My parents or relatives advised me not to enroll 4
   My counselor or teachers advised me not to enroll 5
   It was necessary for me to take other courses in order to reach my goals 6
   I plan to delay my training in a vocational education area until after I finish high school 7
   Other reason (Please state) 8

   _____

2. How satisfied are you with the following aspects of your high school educational program? (Circle one number rating for each aspect. For example, if you are satisfied with the quality of instruction, circle 2. If you are very dissatisfied, circle 4. If you have not had experience with some aspect(s), circle DK, "Don't Know".)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	
Quality of the instruction	1	2	3	4	DK	(10)
Occupational information available	1	2	3	4	DK	(11)
Help in finding a job after graduation	1	2	3	4	DK	(12)

* Please ignore the numbers in parentheses; they are for keypunching purposes only.

	Very Satis-fied	Satis-fied	Dissat-isfied	Very Dissat-isfied	Don't Know	
Counseling about careers	1	2	3	4	DK	(13)
The instructional materials are up-to-date	1	2	3	4	DK	(14)
Overall, how satisfied are you with the high school education you have received?	1	2	3	4	DK	(17)

3. What is the <u>one</u> thing that most likely will take the largest share of your time in the year after you leave high school? (CIRCLE ONE NUMBER) (44-45)

Working full-time 1

Entering an apprenticeship or on-the-job training program . . 2

Going into regular military service (or service academy). . . 3

Being a full-time homemaker 4

Taking <u>vocational or technical</u> courses at a trade or business school full-time or part-time 5

Taking <u>academic courses</u> at a junior or community college full-time or part-time 6

Taking <u>technical or vocational</u> subjects at a junior or community college full-time or part-time 7

Attending a four-year college or university full-time or part-time 8

Working part-time, but not attending school or college . . . 9

Other (travel, take a break) 10

No plans 11

4. As things stand now, how far in school do you think you will get? (CIRCLE ONE NUMBER) (46)

- Less than high school graduation 1
- High school graduation only 2
- Vocational, trade, or business school after high school:
  - Less than two years 3
  - Two years or more 4
- College Program
  - Less than two years of college 5
  - Two or more years of college (including two-year degree) 6
  - Finish college (four-or five-year degree) . . . 7
  - Master's degree or equivalent 8
  - Ph.D., M.D., or other advanced professional degree 9

5. Which of the job categories below comes closest to the kind of work you do/did for pay on your current or most recent job? (If more than one kind of work, choose the one which paid you the most per week.) (CIRCLE ONE) (47-48)

- Have not worked for pay 1
- Lawn work or odd jobs 2
- Waiter or waitress in a restaurant or drive-in . . . 3
- Babysitting or child care 4
- Farm or agricultural work 5
- Factory work, unskilled or semi-skilled 6
- Skilled trade 7
- Other manual labor 8
- Store clerk or salesperson 9
- Office or clerical 10
- Hospital or health 11
- Other (Please state) _____ 12

6. In describing your present or most recent job, would you say it (CIRCLE THE NUMBER FOR EACH LINE)

	Yes	No	
Is a place where people goof off?	1	2	(49)
Is something you do just for the money?	1	2	(50)
Is more enjoyable than school?	1	2	(51)
Encourages good work habits?	1	2	(52)
Is more important for you than school?	1	2	(53)
Is directly related to your high school training?	1	2	(54)

7. The job described above is (CIRCLE ONE NUMBER) (55)

A cooperative work experience job 1

Another school-related job 2

A CETA sponsored job 3

Another type of job 4

8. How many hours do you normally work at a paid job or in a family business during the school year? (CIRCLE ONE NUMBER) (56)

None, do not work for pay 1

1 to 4 hours per week 2

5 to 14 hours per week 3

15 to 21 hours per week 4

22 to 29 hours per week 5

30 to 34 hours per week 6

35 hours or more per week 7

9. Did you do any work for pay last week, not counting work around the house? (CIRCLE ONE NUMBER) (57)

Yes 1

No 2

10. Which of the following activities have you participated in during this school year (not just in summer)? (CIRCLE ALL THAT APPLY)

Cooperative Work Experience (paid or unpaid)	1	(58)
CETA work programs (e.g., youth employment and training programs)	2	(59)
DECA	3	(60)
FBLA	4	(61)
FFA	5	(62)
FHA	6	(63)
FTA	7	(64)
VICA	8	(65)
HERO	9	(66)
OEA	10	(67)
Junior Achievement	11	(68)
Explorer Scouts which have a career focus	12	(69)

Background Information

We would like to know some information about you. This information will allow us to group the data in different ways for analysis.

11. Sex: (CIRCLE ONE NUMBER) (70)

Male 1

Female 2

12. Ethnic Background (CIRCLE ONE NUMBER) (71)

Asian or Pacific Islander 1

Black 2

White 3

Hispanic 4

American Indian/Native American 5

Other (Please specify)_____ 6

13. What have your grades been like so far in high school? (CIRCLE ONE NUMBER) (72)

- Mostly A's (a numerical average of 90-100) 1
- About half A and half B (85-89) 2
- Mostly B's (80-84) 3
- About half B and half C (75-79) 4
- Mostly C's (70-74) 5
- About half C and half D (65-69) 6
- Mostly D's (60-64) 7
- Mostly below D (below 60) 8

14. What was the highest level of education your father (or male guardian) completed? (CIRCLE ONE NUMBER) (73)

- Less than high school graduation 1
- High school graduation only 2
- Vocational, trade, or business school after high school
  - Less than two years . . 3
  - Two years or more . . . 4
- College program
  - Less than two years of college 5
  - Two or more years of college (including two-year degree) . . . 6
  - Finish college (four- or five-year degree) . 7
  - Master's degree or equivalent 8
  - Ph.D., M.D., or other advanced professional degree 9

15. What is your father's (or male guardian's) (74-75)

Job title? _____

Job duties? (Give a brief description)_____

_____

_____

16. What was the highest level of education your mother (or female guardian) completed? (CIRCLE ONE NUMBER) (76)

Less than high school graduation 1

High school graduation only 2

Vocational, trade, or business school after high school
- Less than two years . . 3
- Two years or more . . . 4

College program
- Less than two years of college 5
- Two or more years of college (including two-year degree) . . . 6
- Finish college (four- or five-year degree) . 7
- Master's degree or equivalent 8
- Ph.D., M.D., or other advanced professional degree 9

17. What is your mother's (or female guardian's) (77-78)

Job title? _____

Job duties? (Give a brief description)_____

_____

_____

Thank you very much for your help!

(80) = "1"

VOCATIONAL EDUCATION EFFECTIVENESS STUDY

VOCATIONAL EDUCATION TEACHER SURVEY

This survey will be used to help in the evaluation and improvement of vocational education both locally and statewide. Responses will be grouped together for reporting purposes. Individual responses will be kept confidential and it is not necessary to give us your name.

1. Your School _____ (1-5)*

2. What vocational education area(s) do you teach? (CIRCLE ONE OR MORE)

Agriculture (Forest Products)	1	(6)
Business and Office (Accounting, Clerical, Secretarial)	2	(7)
Distributive Education (Food Service, Marketing)	3	(8)
Health Occupations.	4	(9)
Home Economics Occupations (Child Care, Clothing, Institutional and Home Management Service)	5	(10)
Technical (Electronics, Mechanical)	6	(11)
Trade and Industry (Construction, Drafting, Forest Products, Graphics, Metals, Service).	7	(12)

* Please ignore the number in parentheses; they are for keypunching purposes only.

3. Rate the quality of the following components of your vocational education program. (CIRCLE THE NUMBER corresponding to your rating, i.e., Excellent = 1, Good = 2, Fair = 3, Very Poor = 4, and Can't Judge = CJ.)

	Excellent	Good	Fair	Very Poor	Can't Judge	
Quality of Instruction	1	2	3	4	CJ	(13)
Available occupational information	1	2	3	4	CJ	(14)
Job placement assistance for completers	1	2	3	4	CJ	(15)
Vocational counseling	1	2	3	4	CJ	(16)
Up-to-date equipment and materials (or appropriate to the technological range of employers in your area)	1	2	3	4	CJ	(17)
Availability of enough equipment and materials for the numbers of students	1	2	3	4	CJ	(18)
Realistic instructional experiences	1	2	3	4	CJ	(19)
Adequate physical facilities	1	2	3	4	CJ	(20)
Availability of cooperative work experience opportunities for all who desire it	1	2	3	4	CJ	(21)
Program coordination and administration	1	2	3	4	CJ	(22)
Program advisory council	1	2	3	4	CJ	(23)

4. Approximately what percentage of your vocational program's completers find jobs in areas related to their vocational training? _____% (24-25)

5a. Are there postsecondary vocational programs available in your region or local area which extend the training your program's completers have received? (CIRCLE ONE) (26)

Yes 1

No 2

Don't Know 3

5b. If Yes, what proporation of your vocational education completers are informed of these programs and their content? (CIRCLE ONE) (27)

All 1

Most 2

Some 3

None 4

6. Approximately what percentage of your vocational program's completers enroll in postsecondary vocational programs directly or closely related to the occupational area of their high school training? _____% (28-29)

7. What input is used to help assure that your vocational education program is meeting current and future labor market needs? (CIRCLE ALL THAT APPLY.)

Input from advisory committee 1 (30)

Teachers talking to employers 2 (31)

Teachers' participation in local business conferences or meetings such as Chamber of Commerce 3 (32)

Other (specify) 4 (33)

_____

8. As a result of your vocational education program, how well prepared are your completers in each of the areas listed below? If your program does not address a particular area, circle "N/A" for Not Appropriate.

	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	Not Appro-priate	
Vocational or technical skills to get an entry-level job	1	2	3	4	N/A	(34)
Knowing how to look for and obtain a job	1	2	3	4	N/A	(35)
Being able to follow directions	1	2	3	4	N/A	(36)
Having a desire to learn new things	1	2	3	4	N/A	(37)
Being on time to work or in completing tasks	1	2	3	4	N/A	(38)
Getting along with others	1	2	3	4	N/A	(39)
Preparing a job resume	1	2	3	4	N/A	(40)
Interviewing for a job	1	2	3	4	N/A	(41)
Use of reading skills to do job tasks	1	2	3	4	N/A	(42)
Use of math skills to do job tasks	1	2	3	4	N/A	(43)
Being aware of both the positive as well as the negative aspects of jobs	1	2	3	4	N/A	(44)
Understanding the importance of being productive on the job	1	2	3	4	N/A	(45)

	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	Not Appro-priate	
Being able to use speaking and listening skills in work situations	1	2	3	4	N/A	(46)
Doing work that meets acceptable standards	1	2	3	4	N/A	(47)
Being able to "do the job" for which they have been trained	1	2	3	4	N/A	(48)

9. In addition to student oriented outcomes, we would also like your ratings of other vocational education outcome standards. Please rate each standard as "Fully Met," "Partially Met" or "Not Met." If you don't have enough information to judge, circle CJ for "Can't Judge."

	Fully Met	Partially Met	Not Met	Can't Judge	
The vocational program is meeting local labor market needs at the present and as projected over the next several years.	1	2	3	CJ	(49)
Effective collaboration exists between the program and the rest of the school.	1	2	3	CJ	(50)
Effective collaboration exists between the program, and local business and industry.	1	2	3	CJ	(51)
The high school vocational curriculum is appropriately articulated with post-secondary training progams.	1	2	3	CJ	(52)

	Fully Met	Partially Met	Not Met	Can't Judge	
The vocational program reflects the emerging trends in the occupational field.	1	2	3	CJ	(53)
The vocational program increases the attractiveness of the community for economic development.	1	2	3	CJ	(54)

10. Are there any hadicapped students in your particular vocational education program? (55)

    Yes 1

    No 2

    Don't Know 3

10a. If yes, how many handicapped students are involved? _____ (56-57)

11. Are there any economically disadvantaged students in your vocational education program? (58)

    Yes 1

    No 2

    Don't Know 3

11a. If yes, how many economically disadvantaged students are involved? _____ (59-60)

12. What support services are available to assist handicapped or economically disadvantaged students to succeed in their vocational education program? (CIRCLE ONE OR MORE NUMBERS FOR EACH GROUP.)

	For Handicapped		For Economically Disadvantaged	
Tutoring	1	(61)	1	(69)
Counseling	2	(62)	2	(70)
Interpreter/sign language	3	(63)	3	(71)
Interpreter/English limited proficiency	4	(64)	4	(72)

	For Handicapped		For Economically Disadvantaged	
Learning center for remedial work . . .	5	(65)	5	(73)
Special textbooks or other materials . .	6	(66)	6	(74)
Special cooperative work experience . .	7	(67)	7	(75)
Other (Please list)	8	(68)	8	(76)

(80)="1"

13. If support services are provided, how satisfactory are those support services in helping handicapped students in vocational education? (6)

Very satisfactory 1
Satisfactory 2
Dissatisfactory 3
Very dissatisfactory 4
Not Applicable 5

14. If support services are provided, how satisfactory are these support services in helping economically disadvantaged students in vocational education? (7)

Very satisfactory 1
Satisfactory 2
Dissatisfactory 3
Very dissatisfactory 4
Not Applicable 5

Background

For statistical purposes it is helpful to know the characteristics of those we have surveyed. We would appreciate your giving us the following information; however, if there are any items you wish to omit, feel free to do so.

15. Sex: (CIRCLE ONE NUMBER) (8)

Male 1

Female 2

16. Number of years you have been a vocational education teacher: _____ (9-10)

17. What is your highest earned degree? (CIRCLE ONE) (11)

Less than a Baccalaureate 1

Baccalaureate 2

Masters 3

Doctorate 4

18. How many years of occupational experience have you had in your vocational teaching area(s), outside of education? (CIRCLE ONE) (12)

None 1

Less than one year 2

1-4 years 3

5-8 years 4

9-12 years 5

More than 12 years 6

19. To what extent were you involved in planning and/or making changes in your local district's annual plan for vocational education? (13)

Extensively 1

Moderately 2

Little 3

None 4

20. What suggestions, if any, do you have for improving vocational education at your school?

Thank you for your participation in this study.

(80)="2"

VOCATIONAL EDUCATION EFFECTIVENESS STUDY

COORDINATOR/ADMINISTRATOR SURVEY

This survey will be used to help in the evaluation and improvement of vocational education both locally and statewide. Responses will be grouped together for reporting purposes. Individual responses will be kept confidential and it is not necessary to give us your name.

1. Your school/district_____ (1-5)*

2. Rate the quality of the following components of your school's vocational education program. (CIRCLE THE NUMBER corresponding to your rating, i.e. Excellent = 1, Good = 2, Fair = 3, Very Poor = 4, and Can't Judge = CJ.)

	Excellent	Good	Fair	Very Poor	Can't Judge	
Quality of Instruction	1	2	3	4	CJ	(6)
Available occupational information	1	2	3	4	CJ	(7)
Job placement assistance for completers	1	2	3	4	CJ	(8)
Vocational counseling	1	2	3	4	CJ	(9)
Up-to-date equipment and materials (or appropriate to the technological range of employers in your area)	1	2	3	4	CJ	(10)

*Please ignore the numbers in parentheses; they are for keypunching purposes only.

	Excellent	Good	Fair	Very Poor	Can't Judge	
Availability of enough equipment and materials for the numbers of students	1	2	3	4	CJ	(11)
Realistic instructional experiences	1	2	3	4	CJ	(12)
Adequate physical facilities	1	2	3	4	CJ	(13)
Availability of cooperative work experience opportunities for all who desire it	1	2	3	4	CJ	(14)
Training and experience of the instructional staff	1	2	3	4	CJ	(15)
Program coordination and administration	1	2	3	4	CJ	(16)
Program advisory council	1	2	3	4	CJ	(17)

3. Approximately what percentage of your vocational education students <u>complete</u> high school? _____% (18-19)

4. Approximately what percentage of the nonvocational education students <u>complete</u> high school? _____% (20-21)

5. Are there postsecondary vocational programs available in your region or local area which extend the training your program's completers receive? (CIRCLE ONE) (22)

   Yes 1

   No 2

   Don't Know 3

5a. If yes, what proportion of your vocational education completers are informed of these programs and their content?
(CIRCLE ONE) (23)

All 1

Most 2

Some 3

None 4

6. Approximately what percentage of your vocational program's completers enroll in postsecondary vocational programs directly or closely related to the occupational area of their high school training? _____% (24-25)

7. Do you see any evidence that your school's vocational education program has improved the public's attitudes toward the schools? (26)

Yes 1

No 2

What evidence do you see? (27-28)
(29-30)

8. Do you see any evidence that your school's vocational education program has improved collaboration linkages with the business/ industrial community and/or organized labor? (31)

Yes 1

No 2

What evidence do you see? (32-33)
(34-35)

9. What input is used to help assure that your vocational education program is meeting current and future labor market needs?
(CIRCLE ALL THAT APPLY.)

Input from the advisory council	1	(36)
Input from the advisory committees	2	(37)
Staff participation in local business conferences or meetings such as Chamber Of Commerce	3	(38)
School or district participation in Work-Education Councils or Private Industry Councils (PICs)	4	(39)
Other (specify)_____	5	(40)

10. As a result of your vocational education program, how well prepared are your completers in each of the areas listed below? If your program does not address a particular area, circle N/A for Not Appropriate.

	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	Not Appro-priate	
Vocational or technical skills needed to get an entry-level job	1	2	3	4	N/A	(41)
Knowing how to look for and obtain a job	1	2	3	4	N/A	(42)
Being able to follow directions	1	2	3	4	N/A	(43)
Having a desire to learn new things	1	2	3	4	N/A	(44)
Being on time to work or in completing tasks	1	2	3	4	N/A	(45)
Getting along with others	1	2	3	4	N/A	(46)

	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	Not Appro-priate	
Preparing a job resume	1	2	3	4	N/A	(47)
Interviewing for a job	1	2	3	4	N/A	(48)
Use of reading skills to do job tasks	1	2	3	4	N/A	(49)
Use of math skills to do job tasks	1	2	3	4	N/A	(50)
Being aware of the positive as well as the negative aspects of jobs	1	2	3	4	N/A	(51)
Understanding the importance of being productive on the job	1	2	3	4	N/A	(52)
Being able to use speaking and listening skills in work situa-tions	1	2	3	4	N/A	(53)
Doing work that meets acceptable standards	1	2	3	4	N/A	(54)
Being able to "do the job" for which they have been trained	1	2	3	4	N/A	(55)

11. In addition to student oriented outcomes, we would also like your ratings of other vocational education outcome standards. Please rate each standard as "Fully Met," "Partially Met" or "Not Met." If you don't have enough information to judge, Circle CJ for "Can't Judge."

	Fully Met	Partially Met	Not Met	Can't Judge	
The vocational program is meeting local labor market needs at the present and as projected over the next several years.	1	2	3	CJ	(56)
Effective collaboration exists between the program and the rest of the school.	1	2	3	CJ	(57)
Effective collaboration exists between the program, and local business and industry.	1	2	3	CJ	(58)
The high school vocational curriculum is appropriately articulated with post-secondary training progams.	1	2	3	CJ	(59)
The vocational program reflects the emerging trends in the occupational field.	1	2	3	CJ	(60)
The vocational program increases the attractiveness of the community for economic development.	1	2	3	CJ	(61)

12. Are there any handicapped students in your vocational education programs? (62)

Yes 1

No 2

Don't Know 3

13. Are there any economically disadvantaged students in your vocational education program? (63)

Yes 1

No 2

Don't Know 3

(80)="1"

14. What support services are available to assist handicapped or economically disadvantaged students to succeed in their vocation edcuation program? (CIRCLE ONE OR MORE NUMBERS FOR EACH GROUP)

		For Handicapped		For Economically Disadvantaged	
Tutoring	1	(6)		1	(14)
Counseling	2	(7)		2	(15)
Interpreter/sign language	3	(8)		3	(16)
Interpreter/English limited proficiency	4	(9)		4	(17)
Learning center for remedial work	5	(10)		5	(18)
Special textbooks or other materials	6	(11)		6	(19)
Special cooperative work experience	7	(12)		7	(20)
Other (please list).	8	(13)		8	(21)

_____

_____

15. If support services are provided, how satisfactory are these support services in helping handicapped students in vocational education? (22)

Very satisfactory 1

Satisfactory 2

Unsatisfactory 3

Very Unsatisfactory. 4

Not Applicable . . . . . N/A

16. If support services are provided, how satisfactory are these support services in helping economically disadvantaged students in vocational education? (23)

Very satisfactory 1

Satisfactory 2

Unsatisfactory 3

Very Unsatisfactory. 4

Not Applicable . . . . . N/A

17. Are support services needed by your handicapped or economically disadvantaged students that are not being given? (24)

Yes 1

No 2

If yes, please identify needed services. _____

_____

Background

For statistical purposes it is helpful to know the characteristics of those we have surveyed. We would appreciate your giving us the following information; however, if there are any items you wish to omit, feel free to do so.

18. What is your sex? (25)

Male 1

Female 2

19. What is your current position? (26)

Vocational Coordinator 1

Counselor 2

Curriculum Director 3

20. What suggestions, if any, do you have for improving vocational education in your school or district?

Thank you for your participation in this Study.

(80)="2"

VOCATIONAL EDUCATION EFFECTIVENESS STUDY

EMPLOYERS' SURVEY

This survey will be used in the evaluation and improvement of vocational education both locally and statewide. Your responses will be grouped with those of other employers and individual responses will be kept strictly confidential. Thank you in advance for helping with this study.

(1-5)*

_____
Your Position

(6-7)

_____
Company/Agency

_____
Address (including Zip Code)

(8-12)

1. Briefly describe the general work of your company--what it does:

(13-14)

_____

_____

_____

2. How many people work at your company or agency?
(CIRCLE ONE NUMBER) (15)

Less than 5 1

5 - 10 2

11 - 49 3

50 - 99 4

100 - 500 5

over 500 6

* Please ignore the numbers in parentheses; they are for keypunching purposes only.

3. Approximately what percentage of new employees hired by your company are high school vocational education completers? (16)

None	1
1-5 percent	2
6-10 percent	3
11-20 percent	4
21-50 percent	5
51-80 percent	6
More than 80 percent	7
Don't know	8

4. Does your company use any paid high school work experience/cooperative education students?

Yes	1
No	2
Don't know	3

(17)

5. If you were to compare the performance of employees your company has hired who have completed high school vocational education programs with high school graduates who have not taken vocational education, how would you rate those who have completed vocational education in each of the following areas. If you are not aware of whether employees have taken high school vocational education, please omit this question.

CIRCLE THE NUMBER indicating your rating for each area. If you don't know about an area, Circle CJ for "Can't Judge".

	Better Prepared	About The Same	Less Well Prepared	Can't Judge	
Vocational or technical skills needed to get an entry-level job	1	2	3	CJ	(18)
Knowing how to look for and obtain a job	1	2	3	CJ	(19)
Being able to follow directions	1	2	3	CJ	(20)
Willing to learn new things	1	2	3	CJ	(21)
Being on time for work	1	2	3	CJ	(22)

	Better Prepared	About The Same	Less Well Prepared	Can't Judge	
Getting along with others	1	2	3	CJ	(23)
Preparing a job resume	1	2	3	CJ	(24)
Using reading skills to do job tasks	1	2	3	CJ	(25)
Using math skills to do job tasks	1	2	3	CJ	(26)
Being aware of both the positive as well as the negative aspects of jobs	1	2	3	CJ	(27)
Understanding the importance of being productive on the job	1	2	3	CJ	(28)
Being able to use speaking and listening skills in work situations	1	2	3	CJ	(29)
Doing work that meets acceptable standards	1	2	3	CJ	(30)

6. Based on your knowledge of local high school vocational education programs, rate the following components of the training. CIRCLE ONE NUMBER indicating your rating. If you are not sure about a certain area, circle CJ for "Can't Judge."

	Excellent	Good	Fair	Very Poor	Can't Judge	
Job placement assistance	1	2	3	4	CJ	(31)
Up-to-date equipment and materials (or appropriate to the level of technology in your situation)	1	2	3	4	CJ	(32)
Adequate amount of equipment and materials available	1	2	3	4	CJ	(33)
Realistic instructional experiences	1	2	3	4	CJ	(34)

	Excel-lent	Good	Fair	Very Poor	Can't Judge	
Training and experience of the instructional staff	1	2	3	4	CJ	(35)

7. Rate the extent to which available postsecondary (e.g., community college, trade school, business school) vocational education programs link up with and build on the high school program(s).

Extremely Well	Well	Satisfac-torily	Poorly	Can't Judge	
1	2	3	4	CJ	(36)

Comments:

8a. Do you see any evidence that your local high school vocational education program(s) has improved collaboration or linkages with the business/industrial community and/or organized labor? (37)
(CIRCLE ONE)

Yes. 1

No. 2

8b. What evidence do you see? (38-39)
(40-41)

8c. If no, how can collaboration be improved? (42-43)
(44-45)

9. What input is used to help assure that your local school's vocational education program is meeting current and future labor market needs? (CIRCLE ALL THAT APPLY)

I am not familiar with the school's actitivities in this matter. 1 (46)

Input from advisory committee or council 2 (47)

Staff talking to employers 3 (48)

Staff participation in local business conferences or meetings such as Chamber of Commerce 4 (49)

School or district participation in Work-Education Councils or Private Industry Councils (PICs) 5 (50)

Other (Specify)_____

_____ 6 (51)

Background Information

We would like to know some information about you. This information will allow us to group the data in different ways for analysis.

10. Sex: (CIRCLE ONE NUMBER) (52)

Male 1

Female 2

11. Ethnic Background (CIRCLE ONE NUMBER) (53)

Asian or Pacific Islander 1

Black 2

White 3

Hispanic 4

American Indian/Native American 5

Other (Please specify)_____ 6

12. For how many years have you worked in your current occupation?

_____ (54-55)

13. What suggestions do you have for improving vocational education at the high school level?

Thank you for your participation in this study.

VOCATIONAL EDUCATION EFFECTIVENESS STUDY

LOCAL ADVISORY COMMITTEE SURVEY

This survey is intended to obtain the perceptions of vocational education advisory committee members regarding the vocational program in your school or district. Please take a few minutes to complete the survey and return it to your advisory committee chairperson.

1. School District _____ (1-5)*

2. School (if your committee serves only one school) _____

3. Your Sex (CIRCLE ONE)

Male 1 (6)

Female 2

4. What vocational education area does your Advisory Committee serve? (CIRCLE ONE OR MORE)

Agriculture (Forest Products) 1 (7)

Business and Office (Accounting, Clerical, Secretarial) 2 (8)

Distributive Education (Food Service, Marketing) 3 (9)

Health Occupation 4 (10)

Home Economics Occupations (Child Care, Clothing, Institutional and Home Management Service) 5 (11)

Technical (Electronics, Mechanical) 6 (12)

Trade and Industry (Construction, Drafting, Forest Products, Graphics, Metals, Service). 7 (13)

* Please ignore the numbers in parentheses; they are for keypunching purposes only.

5. Please indicate your classification below (CIRCLE ONE) (14)

Business/industry
(related to the vocational area(s) identified above) 1

Business/industry
(not related to the vocational area(s) identified above . . 2

Community Member 3

Counselor 4

Labor Representative 5

School Administrator 6

Student 7

Teacher 8

Other (please list)_____

6. Listed below are program criteria often used in judging a vocational program. Not all of these criteria need apply to every program. As a total advisory committee please read over the criteria listed, determine if each is appropriate for your program and cross out those you feel are inappropriate. For your program please circle whether each criterion, in your opinion, is Fully Met (1), Partially Met (2), or Not Met (3). If you don't have enough information to judge please circle CJ for "Can't Judge."

Program Criteria	Criteria is				
	Fully Met	Partially Met	Not Met	Can't Judge	
Program operates ten hours or equivalent per week.	1	2	3	CJ	(15)
Facilities, equipment and supplies are adequate to achieve the course goals.	1	2	3	CJ	(16)
The curriculum for an occupational area leads to entry-level employment and/or advanced vocational training.	1	2	3	CJ	(17)

Program Criteria	Criteria is				
	Fully Met	Partially Met	Not Met	Can't Judge	
The planned curriculum includes standards or goals for student performance achievement.	1	2	3	CJ	(18)
The program is in compliance with all applicable federal and state laws, rules and regulations.	1	2	3	CJ	(19)
An active occupational advisory committee assists and advises the program.	1	2	3	CJ	(20)
The program involves a two-year (11th and 12th grade) vocational cluster.	1	2	3	CJ	(21)
Cooperative work experience, either paid or unpaid, is integrated into the program.	1	2	3	CJ	(21)
A state recognized vocational student organization is an integral part of the program.	1	2	3	CJ	(23)
A student-teacher ratio exists that is appropriate for this program.	1	2	3	CJ	(24)
The instructional design emphasizes realistic projects (hands-on experience).	1	2	3	CJ	(25)
Vocational guidance and counseling are provided to vocational students in a planned and systematic way.	1	2	3	CJ	(26)
Vocational staff coordinate local industry involvement in projects, student organizations and curriculum activities.	1	2	3	CJ	(27)

Program Criteria	Criteria is Fully Met	Partially Met	Not Met	Can't Judge	
At least half of the students completing vocational programs who are available for placement are working in occupations related to their vocational training.	1	2	3	CJ	(28)
At least three-quarters of the students who have completed vocational programs, are not attending school and are employed in occupations related to their vocational training are considered by their employers to be well-trained and prepared for employment.	1	2	3	CJ	(29)
Job and educational placement services are provided to students who complete or leave vocational programs.	1	2	3	CJ	(30)
Teachers are vocationally certified.	1	2	3	CJ	(31)
Vocational teachers are experienced in their occupational field	1	2	3	CJ	(32)
Vocational teachers participate in upgrading of their technical knowledge and skills.	1	2	3	CJ	(32)
Data regarding labor market conditions, student achievement and student placement are used in local program planning and improvement.	1	2	3	CJ	(33)
Vocational programs are readily accessible to women, minority members and handicapped, disadvantaged and limited English-speaking students.	1	2	3	CJ	(34)

7. As a result of students participating in the secondary vocational education program, how well prepared do you feel they are in the areas listed below? Circle one rating number for each area. If you don't have enough information to judge, circle CJ for "Can't Judge".

	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	Can't Judge	
Vocational or technical skills needed to get an entry-level job	1	2	3	4	CJ	(36)
Knowing how to look for and obtain a job	1	2	3	4	CJ	(37)
Being able to follow directions	1	2	3	4	CJ	(38)
Having a desire to learn new things	1	2	3	4	CJ	(39)
Being on time to work or in completing tasks	1	2	3	4	CJ	(40)
Getting along with others	1	2	3	4	CJ	(41)
Preparing a job resume	1	2	3	4	CJ	(42)
Interviewing for a job	1	2	3	4	CJ	(43)
Using reading skills to do job tasks	1	2	3	4	CJ	(44)
Using math skills to do job tasks	1	2	3	4	CJ	(45)
Being aware of the positive as well as the negative aspect of jobs	1	2	3	4	CJ	(46)
Understanding the importance of being productive on the job	1	2	3	4	CJ	(47)
Being able to use speaking and listening skills in work situations	1	2	3	4	CJ	(48)

	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	Can't Judge	
Doing work that meets acceptable standards	1	2	3	4	CJ	(49)
Being able to "do the job" for which they are being trained	1	2	3	4	CJ	(50)

8. In addition to student oriented outcomes, we would also like your ratings of other vocational education outcome standards. Please rate each standard as "Fully Met," "Partially Met" or "Not Met." If you don't have enough information to judge, circle CJ for "Can't Judge."

	Fully Met	Partially Met	Not Met	Can't Judge	
The vocational program is meeting the labor market needs at the present and as projected over the next several years	1	2	3	CJ	(51)
Effective collaboration exists between the program amd the rest of the school	1	2	3	CJ	(52)
Effective collaboration exists between the program, and local business and industry	1	2	3	CJ	(53)
The high school vocational curriculum is appropriately articulated with postsecondary training programs	1	2	3	CJ	(54)
The vocational program reflects the emerging trends in the occupational field	1	2	3	CJ	(55)
The vocational program increases the attractiveness of the community for economic development	1	2	3	CJ	(56)

9. The following items relate to the role, functions and performance of your advisory committee. Please rate each criterion as "Fully Met"(1), Partially Met" (2) or "Not Met" (3). If you don't have enough information to judge, circle CJ for "Can't Judge."

	Criterion is				
	Fully Met	Partially Met	Not Met	Can't Judge	
There is a systematic procedure for selecting advisory committee members.	1	2	3	CJ	(57)
Specific vocational or cluster programs have an advisory committee that includes experts from the field(s) represented by the occupational area.	1	2	3	CJ	(58)
The advisory committee meets at regular intervals throughout the school year.	1	2	3	CJ	(59)
Members are informed in writing of the mission of the advisory committee.	1	2	3	CJ	(60)
The advisory committee members are provided with a description of the program's philosophy, goals, objectives and instructional activities.	1	2	3	CJ	(61)
Advisory committee members are provided with adequate program evaluation information and with student achievement and placement data.	1	2	3	CJ	(62)
The advisory committee members have an active role in recommending program policy and improvements in program operations.	1	2	3	CJ	(63)

	Criterion is				
	Fully Met	Partially Met	Not Met	Can't Judge	
The advisory committee members are provided with feedback concerning actions taken in response to their recommendations.	1	2	3	CJ	(64)
Effective communication exists between the advisory committee and vocational education faculty, district administrators and the school board.	1	2	3	CJ	(65)
Effective communication exists between the advisory committee and the community, parents and local business and industry.	1	2	3	CJ	(66)

Thank you for your participation in this study.

VOCATIONAL EDUCATION EFFECTIVENESS STUDY

PARENT SURVEY

Please take a few minutes to answer the questions on this survey. The information from parents will be used by the school in helping to improve vocational education.

1. School Name _____ (1-5)*

2. In which of the following areas is your daughter/son now receiving vocational training? (CIRCLE ONE) (6)

Agriculture (Forest Products) 1

Business and Office (Accounting, Clerical, Secretarial) 2

Distributive Education (Food Service, Marketing) 3

Health Occupations 4

Home Economics Occupations (Child Care, Clothing, Institutional and Home Management Service) 5

Technical (Electronics, Mechanical) 6

Trade and Industry (Construction, Drafting, Forest Products, Graphics, Metals, Service). 7

3. How did you feel about your daughter or son entering vocational education in high school? (CIRCLE ONE) (7)

I liked the idea 1

I didn't have strong feelings either way . . . 2

I didn't like the idea 3

* Please ignore numbers in parentheses; they are for keypunching purposes only.

4. What occupational area does your daughter/son plan to enter after high school?_____
(If you don't know, please write "Don't Know". (8-9)

5. As a result of being enrolled in a vocational education program, what changes have you noticed in your daughter's/son's performance in the following areas: (CIRCLE THE NUMBER corresponding to your rating for each item.)

	Very Improved	Somewhat Improved	No Change	Somewhat Worse	Much Worse	
Understanding of how to look for and obtain a job	1	2	3	4	5	(10)
Being able to follow directions	1	2	3	4	5	(11)
Willing to learn new things	1	2	3	4	5	(12)
Being on time for work or in completing tasks	1	2	3	4	5	(13)
Getting along with others	1	2	3	4	5	(14)
Being aware of both the positive as well as the negative aspects of jobs	1	2	3	4	5	(15)
Understanding the importance of being productive on the job	1	2	3	4	5	(16)
Doing work that meets acceptable standards	1	2	3	4	5	(17)
Willing to take on added responsibilities at home or in school	1	2	3	4	5	(18)
Willing to do things or suggest ideas without being asked first	1	2	3	4	5	(19)

6. How satisfied are you that your daughter/son has received assistance in the following areas? (CIRCLE ONE)

	Very Satisfied	Somewhat Satisfied	Not Satisfied	Don't Know	
Vocational counseling	1	2	3	DK	(20)
Help in finding a job	1	2	3	DK	(21)
Obtaining current occupational information at school	1	2	3	DK	(22)
Getting supervised work experiences at employer sites (if in cooperative work experience)	1	2	3	DK	(23)

7. How satisfied are you that your daughter/son has received the necessary occupational skills to get an entry-level job? (CIRCLE ONE) (24)

Very Satisfied 1

Somewhat Satisfied 2

Not Satisfied 3

I Don't Know 4

8. As a result of being enrolled in vocational training, how has your daughter's/son's satisfaction with school changed? (CIRCLE ONE) (25)

It's increased 1

It's about the same 2

It's decreased 3

9. Overall, how satisfied are you with your son or daughter's vocational education program? (CIRCLE ONE) (26)

Very satisfied 1

Somewhat satisfied 2

Not satisfied 3

10. Do you feel a high school student completing a vocational education program has a better chance of getting a job than students without training? (CIRCLE ONE) (27)

Yes 1

No 2

Don't Know 3

11. If your son or daughter is handicapped are additional services being provided to assist him or her to succeed in vocational education? (28)

Yes 1

No 2

Not Appropriate . . . 3

12. If yes, how satisfied are you that these services are helping your daughter or son? (29)

Very satisfied 1

Satified 2

Dissatisfied 3

Very dissatisfied 4

Not Applicable 5

13. Many school districts today are faced with budget cuts and have to decide about the relative importance of different course offerings compared to other high school programs. How important is it that high schools keep vocational education programs?
(CIRCLE ONE) (30)

High 1

Medium 2

Low 3

14. What is your relationship to this vocational education student? (CIRCLE ONE) (31)

Mother 1

Father 2

Female Guardian 3

Male Guardian 4

Other 5

15. Please describe the type of work you do or have usually done in the past year. _____ (32)

_____

16. What suggestions, if any, do you have for improving high school vocational education?

Thank you for your participation in this Study.